



Springwell  
Leeds

**Vice Principal  
Information Pack**

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Dear Applicant,

Thank you for your interest in the role of Vice Principal at Springwell Leeds Academy. If you are successful, you will be joining a fantastic team and will be a key part of a talented group of leaders, transforming education for children with Social, Emotional and Mental Health needs in Leeds. In this specific role, you will have an exciting opportunity to join us on our journey to become a world-class provision for children from 5-16 with SEMH needs.

At Springwell Leeds Academy, you will work as part of a team committed to collaboration, creativity and innovation. We are dedicated to bringing the very best practice and resources to each of our settings. We are dedicated to developing a diverse, relevant and engaging curriculum, delivered through learning experiences built around the individual needs of our children and young people. Your challenge will be to work with the Principal ensure that one of our sites meets that standard.

By joining us at Springwell Leeds, you will become part of an expert, enthusiastic, hardworking and dedicated team that is committed to making a difference to the lives of the young people with which we work. This is an exciting time to join us. Our existing Vice Principals in the South and East have both secured the Principal roles on those sites, so you will be joining a team of established leaders, who know their settings well and are on a trajectory to outstanding. Your role will be to work as a key part of that team in the final push towards that goal.

We are looking for a committed and inspirational leader who has a successful record of leadership. If this is you and you are interested in transforming the lives and opportunities of young people with SEMH needs, we will be very interested to hear from you.

Yours sincerely,



Scott Jacques  
Executive Principal  
Springwell Leeds Academy

## **About Wellspring Academy Trust**

Wellspring Academy Trust is a Multi-Academy Trust with a Barnsley-based Head Office.

We are a Trust at the cutting edge of educational innovation.

### **We have:**

- Outstanding aspiration.
- A vision to provide children and families with exceptional educational opportunities.

### **Our Core Principles are:**

- Excellence in teaching and learning.
- Knowledge and skills growth that is celebrated by the community.
- Collaboration with all partners in education and the community.
- Succession planning within the institution and beyond.
- Providing an exceptional school experience for our children.

### **Our Team:**

#### **Mark Wilson**

CEO Wellspring Academy Trust

National Leader of Education (NLE). OFSTED registered inspector. Ex-Executive Head teacher, London borough of Lewisham (two outstanding schools, one good school). Executive Head of Teaching School. Ex-Head teacher at Robin Hood Primary for 9 years and achieving an Outstanding judgement from Ofsted in April 2011. Mark believes in taking a global perspective on school improvement and has visited schools in Germany, South Korea, Italy and Australia to look at practice there.

#### **Dave Whitaker**

Director of Learning

Executive Principal, Springwell Special and Alternative Academies and a National Leader of Education. Ofsted rated outstanding. Springwell designated a Teaching School in 2013.. Experience in all aspects of school leadership. Involved with the development of a new approach to learning. Developed The Elements+ Curriculum and author of "The Kindness Principle."

#### **Scott Jacques**

Executive Principal, Springwell Academy Leeds

Experience of teaching and senior leadership in Primary, Secondary and Special education as well as ten years work in school improvement with Leeds City Council. Seconded to work as a Primary Teacher Adviser for the LA and later as a Secondary Consultant within the National Strategies team. Working with a wide range of schools on securing improvement and developing and implementing strategy. Five years working as an Adviser with the LA in Leeds, creating, developing and implementing eLearning strategy and supporting school improvement. Scott also worked with DFE, QCA and National Strategies on development of training and materials at a national level.

Scott spent a year as an Assistant Principal in a large secondary school before becoming Head of a School in a Leeds special school. During this time the school received an outstanding judgement from OfSTED in 2012. Scott joined the Trust in 2015 working in leadership at the Forest Academy and then as Executive Principal of two alternative academies in NE Lincs.

Scott is also the Executive Principal of Springwell Harrogate, Forest Moor School, Green Meadows Academy and Penny Field School.

## **Our commitment to you:**

### **Professional Development**

We believe that outstanding professional development underpins outstanding schools. The more members of staff who are enabled and empowered with expert skills and knowledge, the more effective their impact upon learning. We believe in the power of Professional Development. We believe that it can and should be happening every minute of every day. Wellspring Academy Trust has access to a rich seam of Professional Development for all staff through our network of leaders, colleagues and schools, and through the Teaching School.

### **Leaders Professional Development**

Inside every successful school you will find successful leaders. Almost every study of school effectiveness has shown both Primary and Secondary leadership to be the key factor. At Wellspring, we emphasise the importance of ongoing professional development for school leaders. We work together as leaders. We share our experiences and expertise. We recognise that we are stronger together.

Our recognition of the pivotal importance of effective leadership means that the Professional Development pathway into Executive Leadership across more than one school is open to you with Wellspring.

### **Be Part of Something Bigger**

The Wellspring Trust is a large and growing Trust with over 25 schools, many of them in the Special or Alternative sectors. These schools have an open culture of professional generosity, mutual support and sharing expertise.

As a Wellspring leader working at Springwell Leeds you will have access to a wealth of development and networking opportunities to support your development. You will also be able to contribute your own ideas and support other schools in their development.

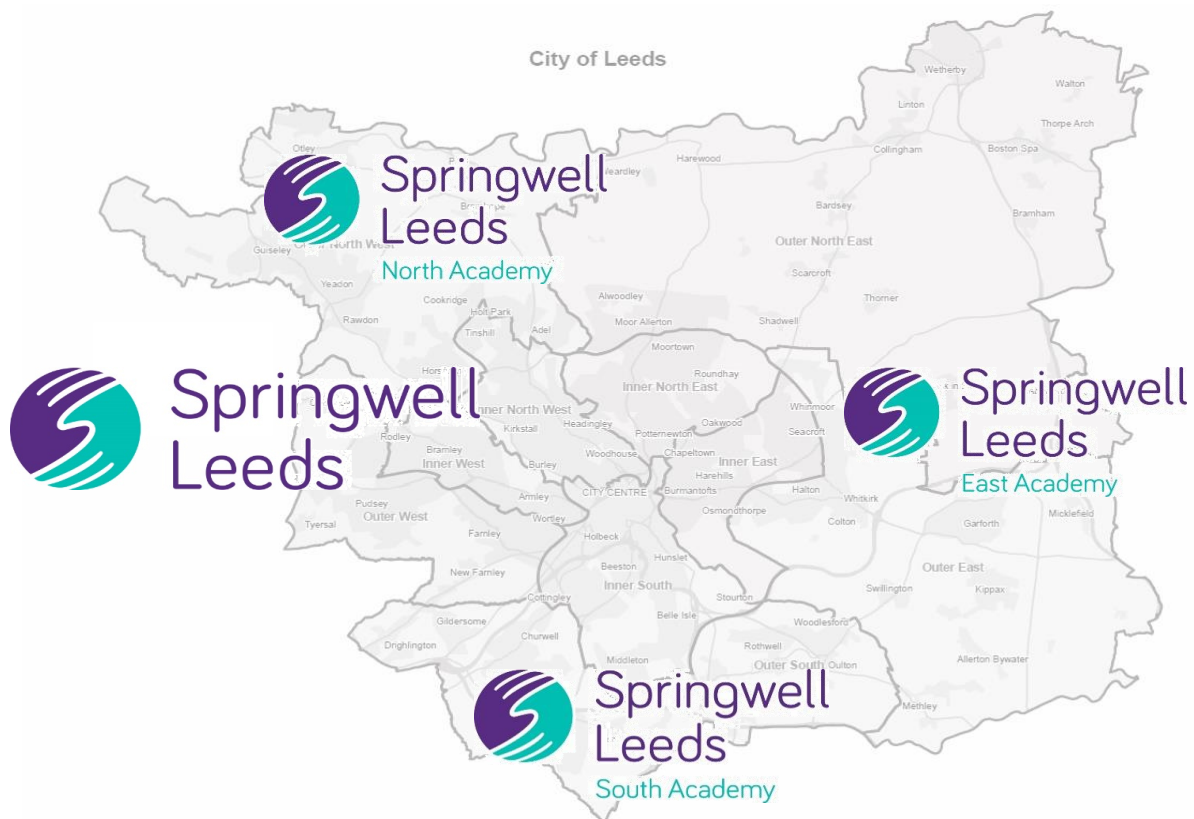
Wellspring has recently established JosieTV as a platform to support professional development. This web based TV channel aims to offer a broad range of professional content that responds to our development needs, with opportunities for all colleagues to both participate and contribute. A catch-up TV archive builds weekly into a comprehensive professional development resource. This initiative represents a step-change in professional development support.



## About Springwell Leeds Academy

### About us

Springwell Leeds is a citywide multi-site specialist academy for children and young people with Social Emotional and Mental Health (SEMH) needs. It is located on sites in the North (Tinshill), East (Seacroft) and South (Middleton) of the city. Each site is home to around 110 children between the ages of 5 and 16, supported by around 65 staff.



Our aim is to provide the best possible care and education that we can for children and young people with Social, Emotional and Mental Health (SEMH) needs. Unconditional Positive Regard is at the centre of what we do and we have created an academy that is welcoming, caring, safe, warm and believes that all its pupils can be supported and empowered to succeed.

We take pride in creating individual and personalised pathways for our students that are built around their varied needs, which will help them achieve positive outcomes and prepare them for their onward destinations into continuing education, work or training.

We see strong relationships as the key to our success – with students, parents, carers and the wider community and we ensure that our academy is a welcoming, safe place for children, and staff, to learn and prosper. We believe in working closely with our families and carers and welcome their support, but also realise that at times they will need our support too. We work closely with other agencies and schools to make sure we do all we can to make learning and life the best it possibly can be.

Here at Springwell, we place a huge emphasis on professional development and choose to invest significantly in staff training at all levels. This means we are looking for leaders who can contribute to the continuing development of our team by bringing experience and expertise.



## Springwell Academy Leeds (South and East) Building and site information

Our three sites across Leeds provide state of the Art, purpose built specialist facilities for children and young people with SEMH needs. They opened in consecutive terms over the year in 2018 and were the culmination of a £45m building investment from Leeds City Council.



Springwell Leeds  
Academy (South)  
Middleton Road  
Leeds  
LS10 3JA

Springwell Leeds  
Academy (East)  
Brooklands View  
Seacroft  
LS14 6XR



Each school has large, airy classrooms as well as specialist teaching areas for Art, Music and DT. Every site also has excellent indoor and outdoor sports facilities, including a gym, large sports hall and 3G pitch.



## **VICE PRINCIPAL JOB DESCRIPTION**

**POST TITLE:** VICE PRINCIPAL

**GRADE/SCALE:** L15 – 18 (£60,624 - £65,266)

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### **Purpose of the post**

The Vice Principal will contribute to the leadership of the school, assisting the Principal to secure its success and improvement. By working with the Governing Body, motivating and supporting all staff and pupils, managing the day-to-day operation of the school, the Vice Principal will ensure that all our pupils benefit from high quality education and achieve high standards in accordance with statutory requirements.

### **Shaping the Future**

The Vice Principal works with the governing body and others to create a shared vision and strategic plan, which inspires and motivates children and young people, staff and all other members of the service/ school community. This vision expresses core educational values and moral purpose and is inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining service/school improvement and ensuring that the service/school moves forward for the benefit of its pupils.

The Vice Principal will, under the direction of the Principal, and working with Governors at the school:

- Assist the Principal to articulate, share, and secure commitment of staff to the vision of Springwell Leeds Academy and the wider trust.
- Contribute to work within the wider community to translate the vision into agreed objectives and operational plans that will promote and sustain school improvement;
- Demonstrate the vision and values in every day work and practice;
- Motivate and work with others to create a shared culture and positive climate with a focus upon collaboration and partnership working;
- Foster creativity, innovation and the use of appropriate new technologies to achieve excellence;
- Assist in the strategic planning process promoting planning which takes account of the diversity, values and experience of the school and community at large.

### **Leading Learning and Teaching**

The Vice Principal has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations, monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable children and young people to become effective, enthusiastic, independent learners, committed to life-long learning.

The Vice Principal will under the direction of the Principal, and working with Governors at the new school:

- Ensure a consistent and continuous focus on pupils' achievement, using data and benchmarks to monitor progress;
- Ensure that learning is at the centre of planning and resource management;



- Help to establish creative, responsive and effective approaches to teaching and learning within this specialist setting and contribute to the dissemination good practice;
- Promote a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning and make a successful transition to post 16 education, training or employment;
- Implement strategies that ensure high standards of appropriate behaviour, discipline and attendance;
- Help organise and implement a diverse, flexible curriculum and an effective assessment framework.
- Promote the exploitation of new and emerging technologies to enhance and extend the learning experience of children and young people;
- Monitor, evaluate and review classroom practice and promote improvement strategies to meet individual needs
- Challenge under performance at all levels and ensure effective action in follow up.

## **Developing Self and Working with Others**

As the Vice Principal works with and through others, managing effective relationships and communication are important. The Vice Principal builds a professional learning community that enables others to achieve. The Vice Principal is committed to his/her own continuing professional development in order to deal with the complexity and demands of the role and supports staff to achieve high standards through performance management and continuing professional development.

The Vice Principal will under the direction of the Principal, and working with Governors at the new school:

- Treat people fairly, equitably and with respect to maintain a positive culture;
- Build a collaborative learning culture within the school and actively engage with other schools to create effective learning communities;
- Contribute to the development of and maintain effective strategies and procedures for staff induction, professional development and performance review;
- Ensure effective planning, delegation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and responsibilities;
- Acknowledge the responsibilities and celebrate the achievements of staff
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory;
- Regularly review own practice, set personal targets and take responsibility for own development;
- Monitor and promote an appropriate work/life balance for self and others;
- Delegate tasks appropriately.

## **Managing the Organisation**

The Vice Principal provides effective organisation and management of the service/school and seeks ways of improving organisation structures and functions based on rigorous self-evaluation. The Vice Principal should ensure that the service/school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the service to build capacity across the

workforce and ensure resources are deployed to achieve value for money. The Vice Principal should also seek to build successful organisations through effective collaborations with others.

The Vice Principal will under the direction of the Principal, and working with Governors at the new school:

- Help produce and implement clear evidence-based improvement plans and policies based on realistic and thorough self evaluation of performance
- Ensure that, within an autonomous culture, policies and practices reflect both national and local circumstances, policies and initiatives with particular reference to the safeguarding agenda;
- Manage delegated financial and human resources effectively to achieve the planned outcomes;
- Recruit, retain and deploy staff appropriately to achieve the vision and goals of the school;
- Implement effective performance management for all staff;
- Manage the school environment effectively and efficiently to ensure that it meets the needs of the curriculum and health and safety regulations;
- Ensure that available resources are continually reviewed to improve the quality of education whilst providing value for money;
- Take advantage of appropriate technology to manage the school.

## **Securing Accountability**

With values at the heart of their leadership, all leaders have a responsibility to the whole school community. In carrying out this responsibility, leaders are accountable to a wide range of groups, particularly pupils, parents, carers, governors and the LEA. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Principals are legally and contractually accountable to the governing body for the school, its environment and all its work.

The Vice Principal will under the direction of the Principal, and working with Governors at the new school:

- Contribute to the develop a school ethos that enables everyone to work collaboratively, accept responsibility for outcomes and celebrate success;
- Assist the Principal to ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
- Contribute to the work of the Governing Body (providing information, objective advice and support) to help it meet its responsibilities;
- Develop and present a coherent, accurate and understandable account of the school's performance to a range of audiences including Governors, parents and carers.
- Reflect on personal contribution to school achievement and take account of feedback from others.

## **Strengthening Community**

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Leaders should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with

parents and carers and across multiple agencies for the well-being of all children. Principals share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

The Vice Principal will under the direction of the Principal, and working with Governors at the new school:

- Assist in the development of a culture and curriculum that takes account of the richness and diversity of the wider communities;
- Contribute to the promotion of positive strategies for challenging racial and other prejudice and dealing with racial harassment;
- Ensure that pupils have opportunities for a range of learning experiences linked with the wider community;
- Collaborate with other agencies in providing for the academic, spiritual, moral, health, social, emotional and cultural well-being of pupils and their families;
- Create and maintain an effective partnership with parents and carers to improve pupils' achievement and support their personal development;
- Maximise opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enrich the school and enhance its value to the wider community;
- Cooperate and work with relevant agencies to protect children;
- Be committed to safeguarding and promoting the welfare of students and expect all staff and volunteers to share this commitment;
- Ensure the school fulfils a key role in Local Authority processes relating to targeted support for vulnerable children and young people.

<b>VICE PRINCIPAL: PERSON SPECIFICATION</b>	<b>Essential / Desirable</b>	<b>How Identified</b>
<b>Leadership and management</b>		
Ability to build effective relationships with staff, parents, governors and other agencies	E	APP / SP
Ability to line manage staff	E	APP / SP
Ability to make and implement difficult decisions	E	APP / SP
Clearly communicates the vision of the Academy	E	APP / SP
<b>Shaping the future</b>		
Implements an improvement plan across a whole school setting identifying the priorities and evaluating the impact	E	APP / SP
Works with and motivates teams and individuals to implement changes across the school	E	APP / SP
<b>Leading Teaching and learning</b>		
Knowledge of leading and designing curriculum	E	APP / SP
Being an outstanding teacher – by national standards	E	APP / SP
Knowledge of using data to monitor pupil progress	E	APP / SP
Knowledge of assessment tools to monitor teaching and learning	E	APP / SP
Ability to identify effective interventions to ensure pupils maintain good progress	E	APP / SP
Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback	E	APP / SP
<b>Developing self and working with others</b>		
Has experience and understanding of effective CPD programmes	E	APP / SP
Regularly reviews own practice and continually participates in quality CPD	E	APP / SP
Uses CPD to motivate, enthuse and develop staff	E	APP / SP
Ability to plan and allocate work effectively	E	APP / SP
Ability to coach and mentor staff	E	APP / SP

<b>Managing the organisation</b>		
Contributes to the vision of the setting	E	APP / SP
Supports the Principal to recruits, retain and manage a range of Academy staff	E	APP / SP
Works with the Principal to provide operational guidance to senior and middle leaders	E	APP / SP
<b>Securing accountability</b>		
Contributes to whole school self-evaluation	E	APP / SP
Holds people to account for what they have agreed to deliver	E	APP / SP
Provides performance data to the Principal	E	APP / SP
<b>Strengthening the community</b>		
Builds relationships with community groups, outside agencies and other schools which create innovative learning experiences	E	APP / SP
Promotes the school	E	APP / SP
Works with parents and carers to improve pupil achievement	E	APP / SP
<b>Child protection</b>		
Can manage and implement effective CP policies and procedures	E	APP / SP
Ability to deal with sensitive issues in a supportive and effective manner	E	APP / SP
<b>Qualifications and training</b>		
Qualified Teacher Status or other educational qualification	E	APP / SP
A degree or management qualification	D	APP / SP
Commitment to undertake or qualification in leadership training programme	E	APP / SP

<b>Experience</b>		
Of senior leadership in an SEMH school or similar setting	D	APP / SP
Of effective teaching and learning within the specialist, AP or similar Sector	D	APP / SP
Of successful team leadership at a range of levels	E	APP / SP
Of leading and managing initiatives at whole school level	E	APP / SP
Of working effectively with a range of colleagues, external agencies, LA and schools	E	APP / SP
<b>Personal qualities and attributes</b>		
Moral purpose (Equality, children and adults treated with respect)	E	APP / SP
Excellent communicator (Listening, putting a message across)	E	APP / SP
Child centred	E	APP / SP
Resilient	E	APP / SP
Integrity	E	APP / SP
Self motivated and able to motivate others	E	APP / SP
Enjoys challenge	E	APP / SP
Works to deadlines	E	APP / SP
Enthusiastic and optimistic	E	APP / SP
Excellent problem solving/analytical skills	E	APP / SP
Self awareness, knowledge of strengths and limitations	E	APP / SP
Have vision, commitment, enthusiasm and energy	E	APP / SP
Be committed to equal opportunities and the inclusion of all	E	APP / SP
Be hardworking and willing to be involved in the whole sphere of the Academies	E	APP / SP
Be flexible and work effectively under pressure	E	APP / SP
Be innovative and creative	E	APP / SP
Have high standards and expectations of self and others	E	APP / SP



## Vice Principal (2 posts)

L15-18 ( £60,624-£65,266)

We are looking for two outstanding leaders to join our leadership teams at our sites in the East and South of Leeds.

Do you have a track record of successful leadership ?

Are you committed to making a difference to the education and outcomes of children and young people with SEMH needs ?

If you are, we want to hear from you.

### What We Are About...

*Relationships. Unconditional Positive Regard. Trauma-informed Practice, Restorative Practice. Professional Development. Pupil-focus, Needs-focus, Memorable Learning Experiences*

### What Our Staff Say About us...

*'No two days are the same!'  
'I enjoy working with the most vulnerable children, as I feel like I am really making a difference'  
'We are like a family here'  
'The job is rewarding and fun. You will build amazing relationships with students, staff and parents.'  
'There are opportunities to progress onto other roles within Springwell.'  
'I love being a part of a wonderful team who are so resilient and caring.'*

### What Our Children Say About us...

*'The teachers find things we love and do them with us.'  
'We have an amazing massive building with loads of different children.'  
'The staff help me manage my emotions and regulate.'  
'They teach us new things like how to tie our shoelaces.'  
'We know the adults have our backs.'*

*This is an exciting opportunity to have a key leadership role in a 5-16 SEMH setting of around 115 students.*

*You will be an experienced senior leader and will be tightly aligned with our core values.*

*You will work as part of a site leadership team, working with the Associate Principal on one of our three sites in Leeds.*







Our unique position as an SEMH through-school means we are able to have a long-term and lasting impact on the children in our care. We aim to be the 'forever school' for children who come to us for their education. We are a trauma-informed school, and staff use this expert knowledge in their daily work. We believe in the power of unconditional positive regard and restorative practice and incorporate this in everything we do. These approaches work hand in hand with a nurturing curriculum to give our students secure foundations rooted in relationships. Working at Springwell offers challenge and reward in equal measures, as we work together to regulate students with varying levels of SEMH need, allowing them to access learning.



## About us

Our aim is to provide the best possible care and education that we can for children and young people with Social, Emotional and Mental Health (SEMH) needs. Unconditional Positive Regard is at the centre of what we do and we have created an academy that is welcoming, caring, safe, warm and believes that all its pupils can be supported and empowered to succeed. We take pride in creating individual and personalised pathways for our students that are built around their varied needs, which will help them achieve positive outcomes and prepare them for their onward destinations into continuing education, work or training. In order to achieve this, we have developed a curriculum that provides opportunities for academic progression as well as vocational learning, whilst being engaging, creative, and innovative.

We see strong relationships as the key to our success – with students, parents, carers and the wider community and we ensure that our academy is a welcoming, safe place for children, and staff, to learn and prosper. We believe in working closely with our families and carers and welcome their support, but also realise that at times they will need our support too. We work closely with other agencies and schools to make sure we do all we can to make learning and life the best it possibly can be.

Here at Springwell, we place a huge emphasis on professional development and choose to invest significantly in staff training at all levels. This means we are looking for leaders who can contribute to the continuing development of our team by bringing experience and expertise to their role.

To find out more about what makes us special and our ethos, please visit our website at [www.springacademyleeds.org](http://www.springacademyleeds.org) and follow us at [@Springwell\\_Lds](https://twitter.com/Springwell_Lds) to see what our staff and amazing young people get up to on a daily basis.

**If you would like to discuss or find out more about this post, please contact Sharon Perkins, [s.perkins@springwellacademyleeds.org](mailto:s.perkins@springwellacademyleeds.org) to arrange a visit and conversation with the Executive Principal.**

## Recruitment Details

Reporting to	Associate Principal
Duration of Post	Permanent
Work Commitment	Full time
Salary	L15-18 (£60,624-,£65,266)
Closing date	Noon Monday 16th May 2022
Shortlisting date	Monday 16th May 2022
Interview date	Friday 20 <sup>th</sup> May 2022
Start date	1st September 2022

***Candidates are strongly advised to arrange a visit to the Academy.***

For further information, to arrange a visit to the Academy and to request an application pack please contact Sharon Perkins: [s.perkins@springwellacademyleeds.org](mailto:s.perkins@springwellacademyleeds.org)

Candidates should state in their application whether they have a preference for the post at the East or South site.

The Trust recognises that it has a statutory and moral duty towards safeguarding the welfare of children, young people and, if appropriate, vulnerable adults who participate in any Trust activities and expects all staff to share this commitment. An Enhanced DBS is required for this post. <http://springwellacademyleeds.org/>